

Virginia

Standards of Learning Assessments

Spring 2004
English: Reading
Field Test

Grade 4
Grade 6
Grade 7

Manual for Examiners

Examiner's Manual

EXAMINER'S CHECKLISTS
Activities Before Test Administration

- ☐ 1. Carefully read this *Examiner's Manual* as well as any local directions you have been given. Resolve any questions you might have with your STC.
- ☐ 2. Read the *Test Security Guidelines* and sign the *Examiner's/Proctor's Test Security Agreement* in Appendix A (Section 4.3).
- ☐ 4. Make necessary announcements about testing to students (Section 4.4).
- ☐ 5. Establish an appropriate setting for test administration (Section 4.5).
- ☐ 6. Determine the need for Proctors (Section 4.6).
- ☐ 7. Understand your division's procedure for completing the student demographic information on the answer documents (Section 4.7).
- ☐ 8. Assemble all materials needed for test administration (Section 4.8).

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EXAMINER'S CHECKLISTS

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INTRODUCTION

The SOL *English: Reading* field tests will be administered under test conditions similar to the multiple-choice SOL tests. The purpose of these field tests is to evaluate the performance of the individual test questions. The results will be considered when making final selection of items for use in future SOL tests.

The SOL *English: Reading* field tests will consist of the following individual assessments:

- *English: Reading* (Grade 4)
- *English: Reading* (Grade 6)
- *English: Reading* (Grade 7)

1. USE OF THIS MANUAL FOR ADMINISTRATION OF THE SPRING 2004 SOL *ENGLISH: READING* FIELD TEST

This *Examiner's Manual* describes procedures that all Test Examiners should follow before, during, and after the administration of the SOL *English: Reading* field tests. This manual includes the following information:

- test administration dates
- school division responsibilities for SOL testing
- your duties before, during, and after the field test administration
- specific instructions for administration of the SOL *English: Reading* field tests

2. TEST ADMINISTRATION DATES

Each school division participating in the SOL *English: Reading* field test is to administer the field test within its own established testing week between May 3 – 28, 2004. The Division Director of Testing (DDOT) will work with the School Test Coordinators (STCs) to establish specific dates and times for each school. Your STC will advise you of your school's specific test dates and times.

Each school's test schedule may allow opportunities for make-up sessions to be held prior to the end of the division's testing week. Each student who is absent for the administration of a field test may be given an opportunity to take the field test on a make-up basis. Your STC will provide you with more information about how your school will handle make-up testing.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *English: Reading* field tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows:

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education. The DDOT has division-wide responsibility for implementation of SOL field test procedures.

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of field test materials. Any questions the STC has regarding the SOL testing are to be directed to the DDOT.

Test Examiner

As a Test Examiner (Examiner), you are responsible for administering the SOL *English: Reading* field tests according to the procedures contained in this manual and for maintaining the security of SOL field test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Carefully read this *Examiner's Manual* and any local directions you may have been given. Your STC will provide you with local instructions about the specific directions for administering the SOL field tests in your school division.

Resolve any questions you might have with your STC well in advance of the SOL field test administration.

4.2 Students Participating in the SOL *English: Reading* Field Test

Elementary and middle school students receiving instruction in the following content may participate in the corresponding SOL *English: Reading* field test:

- *English: Reading* (Grade 4)
- *English: Reading* (Grade 6)
- *English: Reading* (Grade 7)

4.3 Sign the *Examiner's/Proctor's Test Security Agreement*

Before you will be allowed to administer the Spring 2004 SOL *English: Reading* field test, you must read the *Test Security Guidelines* in Appendix A of this manual and **then sign the *Examiner's/Proctor's Test Security Agreement***, also in Appendix A. **Note the Virginia General Assembly 2000 legislation regarding test security.** You may sign the original page or a photocopy of it. When you sign this agreement, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

4.4 Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring to the testing sessions sharpened No. 2 pencils, scratch paper, and something to read if they finish early. Prepare students for testing by explaining that the SOL *English: Reading* field tests will provide information about the individual test items which may be used in future SOL tests.

4.5 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and answer document. Crowding should be minimized and the seating arranged to discourage students from copying one another's work. You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

Before testing, remove from the testing site all curricular materials that might influence student performance. These include charts, chalkboard displays, and bulletin board displays of materials related to test content.

4.6 Determine the Need for Proctors/Interpreters and Arrange for Assistance

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates your ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with your STC the addition of Proctors to the testing session.

Ideally, it is best that you supervise the testing of no more than 25–30 students on your own. If your group's size exceeds that, try to arrange with your STC to have at least one Proctor with you at the testing site. A good rule of thumb is to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of your group, if you are the only adult supervising the testing session, arrange with your STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

4.7 Understand Your Division's Procedure for Completing the Student Identification Information on the Answer Documents

Information about each student must be recorded on the demographic page of her or his answer document. It is vital that demographic information be gridded correctly to avoid delays in scoring.

Your STC should advise you well in advance of testing of the method you are to use, who is to complete each section of the demographic page, and when sections are to be completed. Some sections, such as the student name grid, may be completed by students or adults before testing begins. Other sections, such as testing status, are to be completed only by you or another adult and only after testing is completed.

Samples of the demographic page may be found in Appendix B. Refer to the sample page and Section 5.2 which contain detailed information about completing this page.

If it is not clear how to fill out the demographic pages of the answer document, be sure to ask your STC for information well in advance of the test administration dates.

4.7.1 Completing the Race/Ethnicity grid (Section D)

Use these guidelines if students have questions regarding the appropriate circle to fill in for Race/Ethnicity. Students with origins in the Pacific Islands may chose to code Pacific Islander or Native Hawaiian. **Students who are Native Hawaiian should leave section D blank and grid circle 0 in column D of Section H (Other Information).** Please be sure students code only one grid. If students have a multi-ethnic background, they may grid the "unspecified" circle. The grid may be left blank if students object to completing Section D.

Table 1. Race/Ethnicity Guidelines

RACE/ETHNICITY	GUIDELINE
American Indian or Alaskan Native	A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippines, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian (Grid circle 0 in column D of Section H – other information)	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

4.8 Assemble the Materials Needed for Testing

Make sure that an extra supply of soft-lead (No. 2) pencils with erasers and scratch paper are available for students to use during testing. Mechanical pencils may be used as long as they contain No. 2 lead. See Table 2, Testing Materials for *English: Reading*.

4.9 Plan for an Alternate Test Site

IMPORTANT: SOL assessments are untimed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to educational materials.

Students must complete the test in one school day.

Before the day of testing, determine whether the testing site will be used for non-testing activities at the end of the allocated time. If so, be prepared to move students who have not completed their test to an alternate testing area. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

5. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

This section includes directions for administering the SOL *English: Reading* field tests and having students complete information grids on the the answer document. Directions for administering each SOL *English: Reading* field test are also included:

- Directions for completing the student information grids are found in Section 5.2.
- Directions for administering the *English: Reading* field test are in Section 5.3.

Some of these sections include instructions that are to be read verbatim to students. These instructions are preceded by the word "SAY" and are in **bold type**. These directions are to be read to the students slowly, clearly, and **exactly as written**. It is essential that you become familiar with these instructions **prior** to test administration and that you follow them exactly as they appear.

5.1 General Instructions for Administering the SOL *English: Reading* Field Tests

The specific directions for administering the SOL field tests (Section 5.3) must be followed exactly as stated. Particular emphasis should be placed on the following:

5.1.1 Reading the directions for administering the field test

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. Read them *exactly as they are written*, using a natural tone and manner.

If you make a mistake in reading a direction, stop and say, "No, that is wrong. I must re-read it to you. Listen again." Then read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers correctly in the answer document, following instructions, and working until the end of the test or as far as they can.

5.1.2 Test booklets and answer documents

Each student must read the directions from the test booklet and enter her/his answers in the separate answer document in the appropriate section. Students may write on the SOL field test booklet, but **only responses marked on the answer document will be scored**.

Remind students to handle their answer documents with care, to record their answers with heavy, dark pencil marks, and to avoid making extra marks. The answer documents should never be folded, clipped, stapled, or torn.

Have students print their first and last name on the front and back covers of their test booklets.

5.1.3 Answering students' questions

A useful rule of thumb about answering questions is that students should have a clear understanding of what they are supposed to do. Before actual testing begins, the Examiner must make the test procedures very clear to the students. Questions about procedures and sample items should be encouraged so that every student understands the mechanics of the test. When responding to questions about test procedures or sample items, you may find it necessary to go beyond simply repeating an instruction. You

should help the student understand the task without giving her/him the answer or an advantage on any given item.

If a student asks a question during the test, be very careful when answering. If the student's question refers to the mechanics of testing, such as how to grid a circle, it can be answered. If the question refers to a particular item, the student should be told, "Read it carefully and do just what it says."

Help must not be given on specific items, and no clues should be given about the correctness of a student's answer to a particular item. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

5.1.4 Monitoring students during testing

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are working on the correct page, turning pages when necessary, and marking their answers properly. If gridding errors are observed, the class should be told, "Please take a moment to check your work. The number of the test question in your test booklet should match the bubble number on your answer document."

Have extra pencils and erasers available in an accessible place. Students are **not** to have access to dictionaries.

Examiners should focus their attention on monitoring the testing process during test administration and should **not** spend time reviewing test items.

5.1.5 Handling testing irregularities

Be aware of any situation in which a testing irregularity could occur, which includes, but is not limited to:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student
- testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided
- the student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer document is missing
- any unused/unassigned test booklet is missing.

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Any testing irregularities observed should be reported **immediately** to your STC. Your STC will discuss with you procedures for handling testing irregularities such as these. All testing irregularities must be recorded on the *SOL Test Irregularity Form* in Appendix D of this manual.

IMPORTANT: If the irregularity involves lost test materials, attach to this form:

1. a copy of the *Examiner's Test Booklet Transmittal Form/Affidavit* tracking the materials;
2. a description of the circumstances surrounding the loss of materials;
3. an explanation of the steps taken to locate the materials; and
4. a copy of the test booklet package cover sheet.

If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.

5.2 Student Completion of Required Demographic Information

The following directions will guide students in completing demographic information on their answer documents.

Be sure that all desks or tables are cleared of books and other materials not needed for the test. See that each student has two sharpened soft-lead (No. 2) pencils and an eraser. It may be helpful to display samples of identification information on the chalkboard.

Although some of the information written in the top section of the demographic page is also gridded in other sections, it is important that students complete the top section. This will allow the scoring center staff to correct gridding errors or omissions. For example, if a student fails to complete the Date of Birth grid in Section C but **does** enter her/his date of birth in the top section, the scoring center staff will be able to complete the gridded information.

If a student's name has a suffix such as "Jr." or "III," it may be gridded if space permits. A space must be left between the last name and the suffix. It is not necessary to fill in the circles for boxes that are left empty.

Before distributing the answer documents,

SAY Today you will be taking one of the Standards of Learning *English: Reading* field tests. The information from the field test will be used to help plan future SOL tests. I will give each of you an answer document. When you get it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the demographic page facing up.

SAY We will fill out some of the information on this page. In Section A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

SAY Now, on the other lines, fill in the rest of the information asked for: teacher, school, school division, gender, grade, your date of birth, and test date. For test date, write the month and year. Does anyone have a question?

NOTE: You may expand on this instruction to clarify the information students should fill in on the lines of the answer document.

Answer students' questions. Refer them to the chalkboard if you have written identification information there. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed. When all students have finished,

SAY Do not mark any boxes except the ones I tell you to mark. Some of the boxes may be left blank.

In Section B, find the box which contains areas labeled "Last Name," "First Name," and "MI." In the area labeled "Last Name," print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, in the area labeled "First Name," print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY In the column labeled "MI," print your middle initial in the box at the top of the column. Does anyone have a question?

Give help as needed. After students have finished,

SAY Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?

Give help as needed. After students have finished,

SAY Now find Section C, which is labeled "Date of Birth." In the area labeled "Month," find the circle for the month of your birthday and fill it in.

After students have finished,

SAY The next area is labeled "Day." In the boxes, write the date on which you were born, putting one number in each box. For example, if your birthday is between the 1st and the 9th of the month, you would write "zero" in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

SAY Now beneath each box, fill in the circle that has the same number as you wrote in the box.

After students have finished,

SAY The next area is labeled "Year." Under the shaded box, fill in the circle next to "19." In the white boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

SAY Now find Section D, which is labeled “Race/Ethnicity.” Fill in the circle next to the best description of your race or ethnic background. Raise your hand if you have a question. Fill in only one circle.

Answer students' questions. If students have a multi-ethnic background, they may fill in the “unspecified” circle, or if they object to completing this grid, do not insist that they complete it. The grid may be left blank. Students who are Native Hawaiian should leave section D blank and grid their ethnicity according to the instructions in section 4.7.1. If a student has a question about which circle to fill in, refer to Table 1.

SAY Now find Section E, which is labeled “Gender.” Fill in the circle next to “Female” if you are a female or the circle next to “Male” if you are a male.

When students have finished,

SAY Now find Section F, “Grade.” Fill in the circle with the number of your grade.

Give help as needed.

SAY Do not mark in any of the sections that are labeled with the letters G through H. Do you have any questions?

Answer students' questions. Then go to Section 5.3.2 on page 15.

Preadministration gridding of the demographic page is now complete. Administration of the SOL *English: Reading* field test can begin.

5.3 Specific Directions for Administering the SOL *English: Reading* Field Test

5.3.1 Receiving test materials from your STC

You will receive all materials needed to administer the SOL *English: Reading* field test on the day that the test is to be administered.

Your STC will ask you to initial an *SOL Examiner's Test Booklet Transmittal Form/Affidavit* (Appendix F) verifying your receipt of the test materials. The purpose of this document is to track the secure materials throughout the test administration period.

Make sure you have all the materials needed to administer the SOL *English: Reading* field test that you are administering.

Just before you distribute test booklets to students for the **first** time, open each package and count the number of booklets in it. Each package cover sheet will show:

- a set or package number unique to the group of booklets contained in the specific package; and
- the range of form numbers of the test booklets contained in the package.

Indicate the number of booklets counted by checking off the applicable box on the package cover sheet. Then, sign and date the cover sheet. A sample of this cover sheet is in Appendix C.

Be sure to **keep the test booklets in packaging order** when distributing them to students.

Make sure you have all the materials needed to administer the SOL *English: Reading* field test.

NOTE

The test booklets contained in each package have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. Do NOT re-order the test booklets in any way before distributing them.

Table 2. Testing Materials for the *English: Reading* Field Test

TESTING MATERIALS YOU WILL REQUIRE:	<ul style="list-style-type: none"> • a copy of this manual • a supply of test booklets • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR-PRINT FORMS:	<ul style="list-style-type: none"> • a test booklet • an answer document • two sharpened soft-lead (No. 2) pencils with erasers • a sheet of scratch paper

5.3.2 Beginning the testing session

If necessary, review the General Instructions for Administering the SOL *English: Reading* field test prior to beginning the test session. To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

Make sure that all desks are clear of books and other materials not needed for the test. See that each student has two soft-lead (No. 2) pencils with erasers.

If students have just completed Sections A-F of their demographic pages and still have answer documents in their possession, proceed to the instructions following the row of asterisks on the following page.

OR

If students completed Sections A-F of their demographic pages **on a previous day or earlier on this day,**

SAY **I am going to give your answer document to you. Make sure that your name is on it. (Demonstrate.) Be very careful with your answer document. Do not fold or bend it.**

Distribute answer documents. Make sure each student receives the correct document.

Once the answer documents have been distributed,

* * * * *

SAY **Today you will be taking one of the new *SOL English: Reading* field tests. The information from the field test will be used to help plan future SOL tests. It is important that you do your best on this test. I'm going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.**

Distribute test booklets. Please make sure that you pass out the booklets in the order in which they were packaged. Do not re-order the test booklets in any way before distributing them. Ensure that the students also have any materials or supplies required for accommodations.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Now find Section G, MC Form on your answer document. (Demonstrate) In the empty boxes, write the numbers that appear on the front of your test booklet.**

Pause. Answer any questions.

SAY **Beneath each box in which you wrote a number, fill in the circle that has the same number. When you are finished, recheck the form number and the circles you have filled in.**

Answer any questions the student may have. Correct completion of the form number grid is essential for accurate scoring.

SAY **On the front cover of your test booklet, find the box labeled "Student Name." (Point.) Print your first and last name in the box.**

Pause for students to write their name in the space provided.

SAY **Now turn your test booklet over. Print your first and last name in the box provided.**

Pause for students to write their name in the space provided. Ensure that all students have printed their names clearly in the boxes.

SAY **Open your test booklet to page 3.**

Demonstrate. Make sure all students have the test booklet open to the correct page.

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "*Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer sheet for the answer you have chosen.*" Now look at the sample.**

Point to the sample.

SAY **Read the sample to yourself as I read it aloud.**

Pause while students read the sample passage.

SAY **Now look at the question.** (Point.) **Read the question and choose the best answer.**
(Pause.) **Which answer did you choose?**

Pause for replies.

SAY **The best answer is “B.” Now find the box labeled “Sample” on your answer document.**

Point to this section.

SAY **Mark the space for the letter “B” for the Sample because “B” is the letter for the correct answer.**

Pause.

Answer all questions related to completing the answer document.

Before actual testing starts, make sure the test procedures are very clear to the students.

Questions should be encouraged so that every student understands the mechanics of the test.

When responding to questions about test procedures or sample items, you may find it necessary to go beyond simply repeating an instruction.

SAY **You should answer all of the questions in the field test booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign. Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question.**

You may write in your test booklet, but make sure to mark your answers on your answer document. If you decide to change your answer to a question, make sure you erase your first answer completely. Mark only one answer for each question. Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D.” The answer choices for even-numbered questions are labeled “F,” “G,” “H,” and “J.” When you finish, you may check your work. If you decide to change your answer to a question, make sure you completely erase the first mark you made. Does everyone understand what to do?

After all questions have been answered,

SAY **You may start working now.**

Monitor students while they are testing according to the guidelines in Section 5.1.4. Immediately report any testing irregularities to your STC as described in Section 5.1.5.

After about 65 minutes, or when most students have finished,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

Collect the answer documents of those students who have completed the test; then collect the test booklets and scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that the SOL tests are untimed. Allow those students who have not finished to continue working. If necessary, you may move the students to an alternate test area. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all field test booklets, including answer documents and scratch paper **before** students are dismissed from the test session.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Completing Section H – Other Information

After testing, you or another adult will complete Section H of the students' answer documents. Section H is divided into 10 columns (labeled A through J) with numbered circles (0 through 9) to be gridded according to the following instructions. See Appendix B, Sample Student Answer Document.

Column A – (Mathematics Only)

Column D – Native Hawaiian Ethnicity

Column E – LEP Students

Columns B & C – Disability Codes

Columns F through J – Not Used

H	OTHER INFORMATION									
	A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

6.1.1 Section H, Column A — (Mathematics only)**6.1.2 Section H, Columns B and C – Disability Codes**

Use the following Disability Status Codes to complete Section H, Columns B and C for any student who is identified as having a disability. Use numbered circles 0 through 9 of column B, and 0 through 3 of column C for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)*, and who have Individualized Education Plans (IEPs). Use numbered circle 4 of column C for “otherwise qualified handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*.

Table 3. Disability Status Codes

Section H, Column B		Section H, Column C	
CIRCLE 0	Mental Retardation	CIRCLE 0	Deaf-Blind
CIRCLE 1	Severe Disabilities	CIRCLE 1	Autism
CIRCLE 2	Multiple Disabilities	CIRCLE 2	Traumatic Brain Injury
CIRCLE 3	Orthopedic Impairment	CIRCLE 3	Developmental Delay (through age 8)
CIRCLE 4	Visual Impairment (including blindness)	CIRCLE 4	Otherwise Qualified as Handicapped under Section 504
CIRCLE 5	Hearing Impaired/Deaf	CIRCLES 5-9	Leave Blank
CIRCLE 6	Learning Disability		
CIRCLE 7	Emotional Disturbance		
CIRCLE 8	Speech/Language Impairment		
CIRCLE 9	Other Health Impairment		

6.1.3 Section H, Column D – Native Hawaiian

Grid circle “0” of column D for students of Native Hawaiian ethnicity. If Column D of Section H is gridded, do not grid Race/Ethnicity (Section D).

6.1.4 Section H, Column E – Limited English Proficient (LEP) Students

Grid circle “0” of column “E” for students who are classified as Limited English Proficient (LEP) or have exited LEP monitor status within the last two years. If you are not sure whether a student is limited English proficient, check with your STC. (Circles 1

through 9 of column E, should be left blank).

Limited English Proficient (LEP) Students:

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:	
(A.)	who is aged 3 through 21;
(B.)	who is enrolled or preparing to enroll in an elementary school or secondary school;
(C.)	(i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
OR	
(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
OR	
(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
AND	
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii.) the opportunity to participate fully in society.
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]	

6.1.5 Section H, Columns F through J – fields NOT used

6.2 Inspecting Answer Documents for Students Participating in the SOL *English: Reading Field Test*

At the end of the testing session you must make sure that the answer documents are undamaged and complete and that they contain all appropriate student demographic information. **Careful inspection of the students' answer documents will help to prevent scoring delays.**

1. Ensure that you have an answer document for each student who participated in the SOL *English: Reading* field test. Inspect all answer documents for improper marks. All marks are to be read by the scanners must be very dark. **Marks made with ballpoint pen, felt-tipped pen, or hard or colored pencils will NOT be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil. Do not submit answer documents for students not tested.**

2. Check all sections of the answer document. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased.
3. Remove any extraneous materials or loose sheets of paper.
4. Check the demographic information:
 - a. Handwritten information must be legibly entered in the spaces provided on the answer document.
 - b. Machine-scannable information must be completely and accurately filled in with dark No. 2 pencil marks. Make sure all sections have been completed.
 - c. On every answer document, make sure the correct form number of the test has been gridded in the Section G, MC Form area of the answer document. You may want to check the form number the student entered on the answer document in Section G against the form number on the test booklet the student wrote his/her name on. Failure to complete Section G accurately will result in the incorrect key being used to score the test.
5. Inspect answer documents for damage: no tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.
6. Answer documents that are NOT in good physical condition (bent corners, folds or wrinkles, clips or staples) cannot be scanned by electronic machines. If such an answer document is found, transcribe the student's multiple-choice answers and demographic information to a blank answer document. If such transcriptions are made:
 - a. verify the accuracy of all transcriptions with another Examiner, teacher, or faculty member; and
 - b. print the word "VOID" on the student's original answer document and return it to your STC.

6.3 Organizing and Preparing Materials to be Returned to the STC

All test booklets and answer documents must be returned to the STC as soon as possible after the end of the testing session, **but no later than the end of the same school day on which the test was administered**. Arrangements must be made to return all test materials to the STC before the end of the day so that they can be counted and locked in a secure location overnight. When you return the materials to your STC, he/she should initial the *SOL Test Examiner's Test Booklet Transmittal Form/Affidavit* verifying that you have returned all testing materials.

If it is impossible for you to return test materials immediately following the testing session, you must secure all of the testing materials in a location that is secure and inaccessible to students, and advise your STC of the situation.

6.4 Completing the SSID Sheet

You will be provided with a computer-generated, preprinted Scoring Service Identification Sheet ("SSID sheet" or, more commonly, "header sheet") and a paper band to organize the answer documents to be returned to your STC. If you do not have one of each, check with your STC. The SSID sheet is used by the Scoring Center to identify the source and quantity of the used answer documents you return. It is

important that all the necessary information is printed and/or gridded on this sheet. Samples can be found in Appendix E of this manual.

SSID sheets are scannable documents. **Photocopies are not acceptable for Scoring Center use.** If you do not have an original, scannable, preprinted SSID, obtain one from your STC.

Preprinted information on SIDE 1 includes the division name, city, state, school name, and grade in the top box of SIDE 1. Also on SIDE 1, circles are pre-gridded for grade, school name, and school code, (which consists of the division code number and building code number).

Verify and complete SIDE 1 of the SSID sheet. The process involves verifying ALL pre-gridded data and entering other pertinent data into proper fields on the document. The instructions below must be followed carefully.

1. At the top of SIDE 1, verify the division name, the city and state, the school name, and the grade. For TEST ADMINISTRATION, enter the month and year. Enter your name next to TEACHER, COUNSELOR OR GROUP.
2. Under GRADE, the circle for 4, 6, or 7 should be pre-gridded. Verify that this grade is gridded. If not, fill in the correct circle.
3. In the SCHOOL NAME columns, verify that the correct school is pre-gridded. If not, check with your STC.
4. State-assigned code numbers for your division and your particular school should be preprinted under SCHOOL CODE. The three digits on the left are the division code, and the four digits on the right are your school code. **These codes are not to be altered.** If they are incorrect, contact your STC.
5. The NUMBER OF DOCUMENTS columns **must** match the number of answer documents submitted for scoring from your classroom. If an incorrect number is written or gridded in the "Number of Documents" box, scoring reporting will be delayed. If you are uncertain about which answer documents to count, ask your STC. **Answer documents must be submitted for all students who participated in the SOL English: Reading Field Test.**

6.5 Preparing the Bundle of Answer Documents

Stack the used/marked scorable answer documents, including any partially completed answer documents with the SSID in the order illustrated in the diagram on page 25, in Group 1. Place the SSID sheet on top, followed by the used/marked answer documents.

1. Make sure that the completed SSID sheet and the answer documents are in the proper position.
 - a. SIDE 1 of the SSID sheet must face up and the demographic pages of the answer documents must also face up.
 - b. The black "timing tracks" along the left edge of the SSID sheet must be on the same side of the stack as the timing tracks on the left side of the demographic pages of the answer documents.
 - c. One corner of each answer document has been cut at an angle. If the answer documents have been positioned properly, this corner should line up for all documents in the stack. If not, pull the sheet(s) that is not positioned properly from the stack, turn it so that its corner-cut is aligned with the other documents, and put it back in the stack.

2. Using a paper band, bundle the SSID sheet and the stack of used answer documents.
 - a. On the paper band, write in the information requested as indicated in the PAPER BAND EXAMPLE below. Print your school name and your grade on the paper band(s). **Leave the "_____ " of "_____ " spaces blank.** The STC will fill out this section of the paper band.

PAPER BAND EXAMPLE

School	<u>Oakview Middle</u>
Grade	<u>7</u>
	<u> </u> of <u> </u>

6.6 Returning All Test Materials to Your STC After All Testing Is Completed

Return three separate groups of materials to your STC. See the Packaging Sequence diagram and Table

4. Top-to-Bottom Packaging Sequence on the following page. Group your materials as follows:

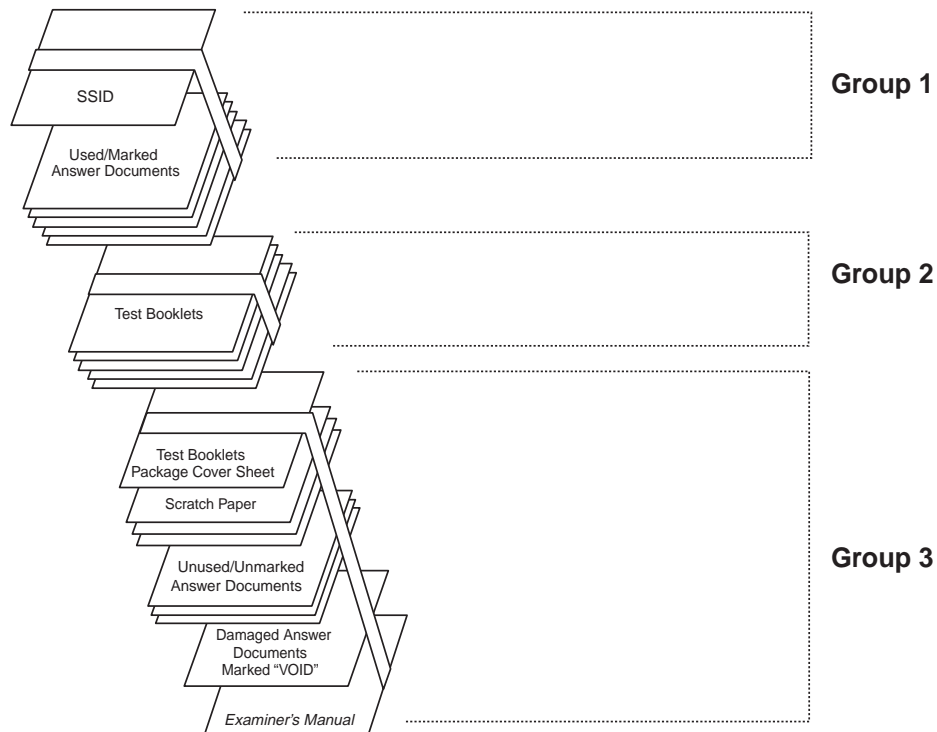
- **Group 1— Scorable Secure Answer Documents:** All completed and partially completed answer documents, bundled as described above with the completed SSID sheet.
Note: No loose scratch paper should be with the scorable answer documents.
- **Group 2 — Secure Test Materials:** (if still in your possession) **all of the secure materials** used in the testing session.
- **Group 3 — Remaining Non-Scorable Materials:** (if still in your possession) the completed cover sheets, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual.

Once all materials are in the packaging sequence order, return them to your STC. The STC will verify that you have returned all test materials and will initial the "IN" column on the *SOL Examiner's Test Booklet Transmittal Form/Affidavit*.

**ALL TEST BOOKLETS MUST BE ACCOUNTED FOR
AND RETURNED TO YOUR STC.**

Table 4. Top-to-Bottom Packaging Sequence

AFTER TEST ADMINISTRATION:
<p>Group 1 – SCORABLE SECURE ANSWER DOCUMENTS</p> <ul style="list-style-type: none"> SSID sheet Used/marked answer documents <p>IMPORTANT: Wrap Group 1 components with a paper band. The paper band should be permanently secured.</p>
<p>Group 2 – SECURE TEST MATERIALS (if still in your possession)</p> <ul style="list-style-type: none"> All SOL <i>English: Reading</i> field test booklets must be accounted for and returned to Harcourt Assessment, Inc.
<p>Group 3 – REMAINING NON-SCORABLE MATERIALS (if still in your possession)</p> <ul style="list-style-type: none"> Completed multiple-choice package cover sheets Scratch Paper All unused/unmarked answer documents Damaged answer documents marked “VOID” (if applicable) <i>Examiner’s Manual</i>
Materials in Groups 2 and 3 can be secured with rubber bands.

PACKAGING SEQUENCE

6.7 Signing the SOL Examiner's Test Booklet Transmittal Form/Affidavit

After all SOL *English: Reading* field tests have been administered and materials returned to your STC, you are required to sign an affidavit, certifying the following:

1. the tests have been administered according to the directions in the *Examiner's Manual*
2. test questions have not been reproduced in any way
3. no inappropriate test preparation activities have been conducted

Your STC will provide you and any Proctors (if applicable) with the opportunity to sign these forms. Samples of the *SOL Examiner's Test Booklet Transmittal Form/Affidavit* are in Appendix F.

THANK YOU

We appreciate your time and effort in participating in
the SOL *English: Reading* Field Test.

APPENDIX A
Virginia Department of Education
Standards of Learning (SOL) *English: Reading* Field Test
SPRING 2004

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Standards of Learning (SOL) *English: Reading* Field Test in determining what actions may compromise test security.

1. Students must never be exposed to an *English: Reading* field test booklet prior to or following test administration. **Using any of the *English: Reading* field tests in any other way (including rewording a question) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL *English: Reading* field test *Examiner's Manual*. Directions that are to be read to the students must be read exactly as they are written.
3. No field test item which will be scored may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL field test booklets to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying **ALL OR ANY PART** of an SOL *English: Reading* field test booklet or taking notes about the items included on an SOL test is **STRICTLY PROHIBITED.**
5. All persons are prohibited from attempting to formally or informally score answer documents.
6. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
7. All persons are prohibited from changing students' answers to *English: Reading* field test items whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
8. All known violations of test security procedures shall be reported in writing; signed by the person making the report; and addressed to Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education shall investigate all such infractions and take action as necessary.

This page may be photocopied.

**VIRGINIA DEPARTMENT OF EDUCATION
SOL ENGLISH: READING FIELD TEST
SPRING 2004**

EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT

I acknowledge that I will have access to the **SOL English: Reading field test** for the purpose of administering the test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* in Appendix A of this manual for the **SOL English: Reading field test**.

I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:

§ 22.1 - 292.1. Violation of test security procedures: revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.


Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

APPENDIX B

Sample Student Answer Document

A STUDENT NAME	TEACHER	SCHOOL	
SCHOOL DIVISION	GENDER	GRADE	DATE OF BIRTH
		TEST DATE (Month/Year)	

ISBN 999-85-39--00-X

 9 17899281639003

B LAST NAME	FIRST NAME	MI
(Bubble grid for letters A-Z, 0-9, and hyphen)		

C DATE OF BIRTH	Month	Day	Year
(Bubble grid for date selection)			

D RACE/ETHNICITY	(Bubble grid for race/ethnicity selection)
-------------------------	--

E GENDER	(Bubble grid for gender selection)
-----------------	------------------------------------

F GRADE	(Bubble grid for grade selection)
----------------	-----------------------------------

G MC FORM	(Bubble grid for MC form selection)
------------------	-------------------------------------

H OTHER INFORMATION	(Bubble grid for other information)
----------------------------	-------------------------------------

SAMPLE (A) (B) (C) (D)	VIRGINIA SOL FIELD TEST
1 (A) (B) (C) (D) 2 (E) (F) (G) (H) (I) (J) 3 (A) (B) (C) (D) 4 (E) (F) (G) (H) (I) (J) 5 (A) (B) (C) (D) 6 (E) (F) (G) (H) (I) (J)	25 (A) (B) (C) (D) 26 (E) (F) (G) (H) (I) (J) 27 (A) (B) (C) (D) 28 (E) (F) (G) (H) (I) (J) 29 (A) (B) (C) (D) 30 (E) (F) (G) (H) (I) (J)
7 (A) (B) (C) (D) 8 (E) (F) (G) (H) (I) (J) 9 (A) (B) (C) (D) 10 (E) (F) (G) (H) (I) (J) 11 (A) (B) (C) (D) 12 (E) (F) (G) (H) (I) (J)	31 (A) (B) (C) (D) 32 (E) (F) (G) (H) (I) (J) 33 (A) (B) (C) (D) 34 (E) (F) (G) (H) (I) (J) 35 (A) (B) (C) (D) 36 (E) (F) (G) (H) (I) (J)
13 (A) (B) (C) (D) 14 (E) (F) (G) (H) (I) (J) 15 (A) (B) (C) (D) 16 (E) (F) (G) (H) (I) (J) 17 (A) (B) (C) (D) 18 (E) (F) (G) (H) (I) (J)	37 (A) (B) (C) (D) 38 (E) (F) (G) (H) (I) (J) 39 (A) (B) (C) (D) 40 (E) (F) (G) (H) (I) (J) 41 (A) (B) (C) (D) 42 (E) (F) (G) (H) (I) (J)
19 (A) (B) (C) (D) 20 (E) (F) (G) (H) (I) (J) 21 (A) (B) (C) (D) 22 (E) (F) (G) (H) (I) (J) 23 (A) (B) (C) (D) 24 (E) (F) (G) (H) (I) (J)	43 (A) (B) (C) (D) 44 (E) (F) (G) (H) (I) (J) 45 (A) (B) (C) (D) 46 (E) (F) (G) (H) (I) (J) 47 (A) (B) (C) (D) 48 (E) (F) (G) (H) (I) (J)

Sample Test Booklet Package Cover Sheet



GRADE 7
ENGLISH: READING
Cover Sheet – SET A
Field Test – Spring 2004

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING RANGE OF FORMS:
71000-71004
- AFTER OPENING THIS PACKAGE **BUT** BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:
 1. Count the number of test booklets contained in this package.
 2. Check the one box that is applicable and explain any discrepancy.



There were **5** test booklets
in this package.



There were **NOT 5 test** booklets
this package.

Discrepancy: _____

3. Signature _____ Date _____
4. Return this cover sheet to the STC along with all enclosed test booklets immediately after the testing session has concluded.

COVER SHEET ISBN: 999XXXXXXX

PKG SIZE: **5**
ISBN: 999XXXXXXX

This form may be photocopied.

APPENDIX D

**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
ENGLISH: READING FIELD TEST**

SOL TEST IRREGULARITY FORM

Spring 2004

Division Name _____

Division and School Code (e.g., 056-0221) _____

School Name _____

Test Title	Form No.

Date _____

Directions to the Examiner and/or STC:

Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence.

(PLEASE PRINT)

Description of Irregularity:

Action Taken (to be completed by DDOT):

Irregularity was forwarded to the Department of Education: NO YES _____
(Date)

Signature of STC: _____ Date: _____

Signature of DDOT: _____ Date: _____

The DDOT will fax this form to the Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

This page may be photocopied.

Sample SSID Sheet

SIDE 1

This section **MUST** be gridded before submission. Include an answer document for **EVERY** student who participated in the SOL English: Reading Field Test.

APPENDIX F

VIRGINIA DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS

SOL EXAMINER'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Spring 2004

English: Reading Field Test

Division Name: _____ **School:** _____

Grade Level: _____

School Test Coordinators: Use this form to sign test booklets in and out to Examiners in your school. List each Examiner's name in the far-left column. Use the second column to list the number of booklets assigned to each Examiner. The Examiner should initial the "Out" column when receiving test booklets. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner and STC should count or otherwise verify the number of booklets distributed before initialing this form.

EXAMINER'S AFFIDAVIT: After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments *English: Reading* field test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name	Test Booklet Quantity	OUT — EXAMINER'S INITIALS	IN — STC'S INITIALS	EXAMINER'S AFFIDAVIT
				Examiners are to sign in this column only AFTER reading statements 1-4 above.

NOTES TO STC: 1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.
2. This page may be photocopied.

Property of the Virginia Department of Education

EXAMINER'S CHECKLISTS

Activities During Test Administration

- ☐ 1. On the day of testing, check out secure test materials and answer documents from your STC (Section 5.3.1).
- ☐ 2. See that the demographic information for each student testing is completed correctly (Section 5.2).
- ☐ 3. Administer the test in adherence to the directions for the SOL *English:Reading* field test (Section 5.3).
- ☐ 4. Monitor students during testing (Section 5.1.4).
- ☐ 5. Handle all testing irregularities (Section 5.1.5).

Activities After Test Administration

- ☐ 1. Complete Section H — Other Information (Section 6.1).
- ☐ 2. Inspect students' answer documents for completeness, form number, damage, incomplete erasures, stray marks, etc. (Section 6.2).
- ☐ 3. Organize and prepare testing materials to be returned after testing (Section 6.3).
- ☐ 4. Complete an SSID sheet (Section 6.4).
- ☐ 5. Prepare the bundle of answer documents (Section 6.5).
- ☐ 6. Return all test materials to your STC (Section 6.6).
- ☐ 7. Read and sign the *SOL Examiner's Test Booklet Transmittal Form/Affidavit* (Section 6.7).

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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9 789998 650435